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The Test and Study Speller

Starch ~ Mirick

First Book

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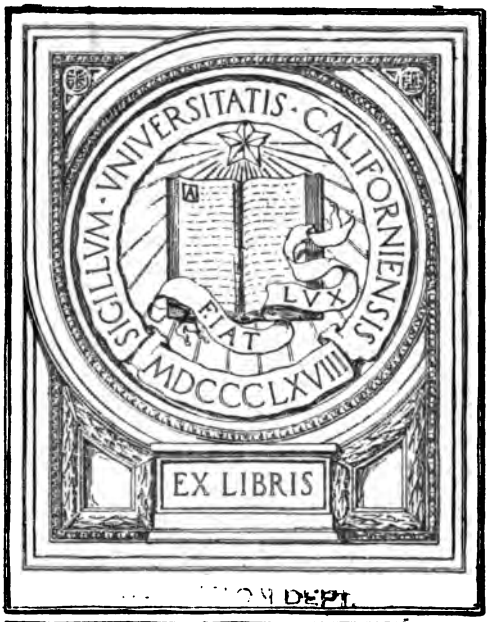

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THE TEST AND STUDY SPELLER

BY

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FIRST BOOK

SILVER, BURDETT AND COMPANY

BOSTON NEW YORK CHICAGO SAN FRANCISCO

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EDUCATION DEPT.

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INTRODUCTION

The Fundamental Problems of Spelling. — 1. What words should a pupil know how to spell when he finishes the elementary school?

2. In what grade should each particular word be taught?

3. What are the most economical ways of learning and teaching spelling?

These are the three fundamental questions of spelling in our schools. As complete and definite scientific answers to these questions as possible were sought; and, on the basis of these extensive investigations, the words in this book were selected and placed into the various grades, and the lessons planned according to the latest developments in the psychology and pedagogy of spelling.

The Selection of the Words. — Which words should a pupil know how to spell? The common sense answer is: He should know how to spell the words that he needs to write as a child, or that he will need to write as an adult. How may we know what these words are? By finding out the words that both children and adults use in their writing.

Recent years have brought forth a number of very extensive tabulations of the words used in writing by various classes of persons and the frequency with which each word is used. The following are the chief studies:

The Eldridge List. — Mr. R. C. Eldridge, a business man in Buffalo, New York, reported in 1911 a tabulation of 43,989 running words from four different newspapers in

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which he found 6,002 different words that occurred from one to twenty or more times.

The Ayres List. — Dr. L. P. Ayres of the Russell Sage Foundation tabulated 23,629 words from 2,000 letters, chiefly business letters, and found 2,001 different words.

The Jones List. — Professor W. F. Jones of the University of South Dakota tabulated 15,000,000 running words from 75,000 themes written by 1,050 pupils in Grades II to VIII, in four states, and found 4,532 different words.

The Cook and O'Shea List. — Dr. W. A. Cook tabulated 200,000 running words from the family correspondence of thirteen persons and found 5,200 different words.

These four tabulations represent four different fields of writing, each being the most extensive in its field, namely, journalistic, business, juvenile, and private domestic vocabulary. One important type of vocabulary had never been tabulated, namely, the vocabulary of our best current literary writers. Children ought not to be confined to the words which they naturally use (Jones List), nor to adult business vocabulary (Ayres List), nor to newspaper vocabulary (Eldridge List), nor to the vocabulary of ordinary family correspondence (Cook List). An important point in learning to spell is to learn also those words which will enrich a person's vocabulary. Hence, one of the authors made a tabulation (Starch List) of the vocabulary of the best current literary authors. This tabulation is unpublished but is on file in the library of the University of Wisconsin.

The Starch List (1915). — Professor Daniel Starch tabulated some 40,000 running words, about 1,000 from each of forty authors in eleven current, high-grade magazines. This yielded 5,903 different words as follows:

3,111 words occurred each, once
1,009 words occurred each, twice

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512 words occurred each, three times
280 words occurred each, four times
189 words occurred each, five times
121 words occurred each, six times
97 words occurred each, seven times
82 words occurred each, eight times
53 words occurred each, nine times
255 words occurred each, ten to nineteen times
224 words occurred each, twenty or more times

From these five basic vocabulary investigations, together with a sixth extensive study (the Anderson List mentioned below), the words for this book were selected according to the following plan: All words occurring three or more times in the Starch List, all words occurring three or more times in the Eldridge List, all words occurring seven or more times in the Cook List, and all words in the Ayres 1000-Word List were selected if they occurred also in one other list including the Jones List. This safeguarded against the inclusion of words confined to one type of vocabulary only. For example, the word "cupfuls" occurred twenty-one times in the Starch List but in no other list. Hence it was excluded.

The reason for selecting the words that occurred three or more times in the Eldridge List or in the Starch List was that the words occurring less frequently are relatively rare and constitute a very small part of the running words of ordinary writing. This point may be shown most emphatically by the graphs on page vi, on which the relative number of words of different frequencies is indicated. A remarkably close parallel exists between the Eldridge and Starch Lists. The particular point to note in the graphs is the fact that the sharp bend in both curves occurs between words whose frequency lies between two and three. Beyond

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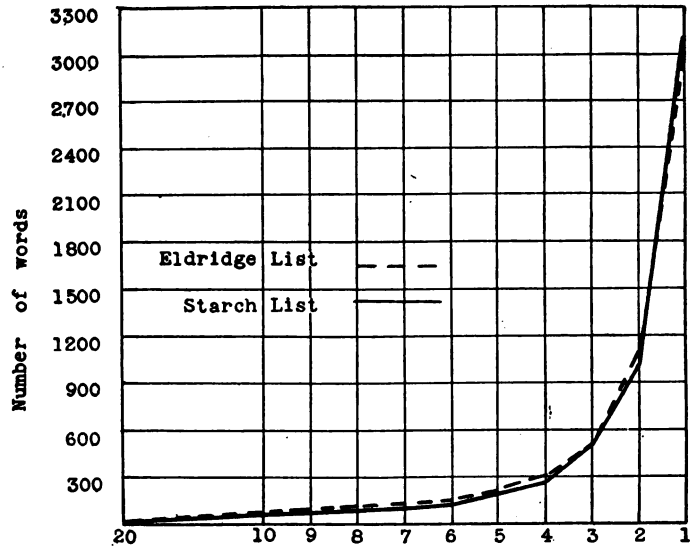

three the curve shoots up very rapidly. This same breaking point occurs in the Cook List between six and seven. Words occurring three or more times in the Starch and Eldridge Lists and seven or more times in the Cook List constitute over nine-tenths of all running words. This process of selection yielded 2,626 words.

The Anderson List (1917). — Dr. W. N. Anderson of the University of Iowa tabulated 361,184 running words found in 3,723 letters written by six classes of persons, designated as: professional, business, domestic, miscellaneous, personal, and farming. He found 9,223 different words, from which he prepared a list of 3,105 words by selecting all words occurring a total of five or more times in three or more of the six groups.

This list of 3,105 words was checked against the original list of 2,626 words to ascertain all the words in the Anderson

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List which were not among the 2,626 words. This brought 1,137 words which, together with a few other words that the authors felt should be included, have been added to the original list of 2,626 words, making a total of approximately 3,800 words.

This final list of some 3,800 words, brought together in this book, represents, therefore, the selection of the most common words in the English language, and is based on the six extensive and basic vocabulary tabulations made up to the present time. These six tabulations represent substantially all phases of writing, namely, journalistic (Eldridge), business correspondence (Ayres), juvenile (Jones), personal correspondence (Cook), literary (Starch), and varied correspondence (Anderson). These investigations represent an analysis of a total of some 690,000 running words besides the 15,000,000 running words tabulated by Jones.

This list of about 3,800 words, arrived at by scientific investigation and actual experience, constitutes a spelling list of all words of reasonably common occurrence in actual writing but not words of uncommon occurrence. It is obvious that it is not only useless but wasteful of a pupil's time to learn to spell words which he will never use in writing and at the same time neglect to master thoroughly the words he will actually use.

A discussion of the two other fundamental questions of spelling, — particularly as to the most economical ways of learning and teaching the subject, will be found on the following pages under "Suggestions to Teachers." Considering the great amount of experimental data on hand bearing on the teaching of spelling, the actual improvement in practice would seem to be altogether disproportionate. This lack of improvement is largely due to the fact that the experimental data have been in technical form and have not been accessible to the teacher and supervisor. It is the purpose of the

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following suggestions to simplify the results of these experiments so as to make them applicable for classroom use.

Grateful acknowledgment is due the following educators who have read the manuscript critically and contributed many constructive suggestions: B. R. Buckingham, Professor of Education and Director of the Bureau of Educational Research, University of Illinois; Charles A. Coulomb, District Superintendent of Schools, Philadelphia; Dr. Leta S. Hollingworth, Assistant Professor of Education, Teachers College, Columbia University; W. H. Holmes, Superintendent of Schools, Mt. Vernon, N. Y.; George Melcher, Director, Bureau of Research and Efficiency, Kansas City, Mo.; Lydia Miller, Principal, Public School No. 150, New York City; Dr. Margaret E. Noonan, Harris Teachers College, St. Louis, Mo.; H. C. Pryor, Head of Department of Education, Northern Normal and Industrial School, Aberdeen, S. D.; C. C. Russell, Assistant Superintendent of Schools, New Haven, Conn.; W. F. Tidyman, Head of Department of Education and Director of Training School, State Normal School for Women, Farmville, Va.; and Clifford Woody, Associate Professor of Education, University of Washington.

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CAMBRIDGE, MASS.,
January, 1921.

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SUGGESTIONS TO TEACHERS

The Teaching of Spelling. — The body of writings on the different phases of teaching spelling is now so large that only specialists can be familiar with it all. It is proposed here only to bring together a few of the most helpful suggestions that students of the subject have made, by which teachers may be safely guided. These suggestions are general. They should be used as standards by which a teacher may judge the correctness of her own methods.

Those who wish to study the subject further are referred to the bibliography on page 90.

In the *Eighteenth Year Book* (*Part II*, 1919) of the National Society for the Study of Education, a summary was made by Professor Ernest Horn of the "Principles of Method in Teaching Spelling as Derived from Scientific Investigation." Some of these forty-one principles are here cited and their applications discussed.

The Spelling Book and Pupils' Word Lists. — "*The first step in economy of time in learning to spell is to see that the pupil learns those words which he needs to spell and no others.*"

No words appear in any grade that pupils in that grade have not been found by investigations to be using frequently. Therefore the pupils in any grade need to know how to spell *all* the words assigned for the grade.

As all pupils will know how to spell some of the words listed for their grade, and some pupils will know how to spell a large number of them, it is vitally important that they spend their time on the particular words they misspell.

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So this book has been made on a plan of *testing* first, and then *studying*.

Pupils will often use words before they meet them in the spelling book, and some of them they will misspell. Again, after they have studied a word they may misspell it in their written exercises. There appears to be no way to meet these difficulties except for each pupil to have an individual list of his own " demons " or " stumbling blocks " which he is conquering by special study. Two or three pages in the back of the book in which pupils write their daily or review spelling lessons should be reserved for these individual word lists. From time to time special periods should be given to the study of these words.

Two other principles emphasize the foregoing: namely,

" *Each child should give special attention to those words which are repeatedly missed by him.*"

" *Better provision should be made to insure that each child work on his own special difficulties and on no others.*"

Number of Words per Lesson. — " *While the number of words to be taught per lesson depends on the methods to be employed and upon the length of the recitation, the tendency in recent years has been to decrease the number.*"

It is important that this principle be interpreted correctly. In former times difficult words whose meaning pupils did not know made up a large part of the spelling lesson. Two to five such words, varying with the grade, would be enough for study. But when words are common, familiar words, a much larger number should be given in the initial test so that pupils may discover the few that they really need to study.

The test will show that some pupils misspell two or three of twenty or twenty-five words, while others will misspell more. For *study* no one pupil should be assigned possibly more than five of his misspelled words, although no

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pupil should of course be deprived of the privilege of studying all if he has the ambition. No hard and fast rule should be set up.

For the foregoing reason the lessons in this book do not arbitrarily select words for *study*. The words are grouped in such a way that a teacher may use at one time as many as in her judgment the ability of her class warrants.

Spelling Lessons. — We may think of five different kinds of lessons, each having a distinct purpose.

First. Pronouncing the words, discussing their meaning, illustrating their use.

Second. Testing to discover which words the pupils misspell.

Third. Class study of the misspelled words.

Fourth. Individual study of individual misspellings.

Fifth. Review — testing to discover progress.

These different lessons may be thought of as steps in the learning process. Two or more of them may and often will appear in one lesson. Each step will be briefly discussed.

First Step. — "*The correct pronunciation of a word is a very important factor in learning to spell it.*"

"*The teacher should develop the meaning of words before testing or teaching.*"

It can hardly be too strongly urged that pupils be not given words to spell whose pronunciation and meaning are not clearly understood. The entire group of words should be pronounced distinctly and accurately, — first by the teacher and then by as many individual pupils as time permits.

The words for Grades II–IV are so common that little time will be needed for "developing" meaning. Dr. Willard F. Tidyman in his book, *The Teaching of Spelling*, states the matter thus:

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" *The old practice of spending one-half to two-thirds of the time in spelling in laboriously working out, with dictionary in hand, the pronunciation, meaning, and use of words was a natural consequence of the teaching of large numbers of strange, technical, and unusual words. The new content of spelling renders this extreme emphasis unnecessary. . . . Thus in general the teacher's task becomes not so much the development of the pronunciation, meaning, and use of words as the correction of mistakes and the broadening of the child's knowledge of words.*"

To carry out this principle the pupils should make their own sentences illustrating the meaning of a word as they understand it. Various meanings will be revealed, as " The boys ran a *race*," and " A *race* horse can run swiftly." The teacher's task is to approve, correct, and amplify.

In the upper grades synonyms, antonyms, and derivations are used to advantage in developing meanings.

The results of experiments on this phase of learning to spell carried on by Dr. Leta S. Hollingworth are summed up in the following, quoted from her *Psychology of Special Disability in Spelling.*

" On the basis of these data we conclude that *knowledge of meaning is probably in and of itself an important determinant of error in spelling; that children will produce about sixty-six and two-thirds per cent more of misspellings in writing words of the meaning of which they are ignorant or uncertain than they will produce in writing words the meaning of which they know.*"

While the pronunciation and meaning are under consideration, it is natural and even inevitable that striking peculiarities in spelling will be noted. Teachers should direct attention to these peculiarities of spelling, and pupils should be encouraged to look for them and point them out.

Second Step. — " *Test all words before teaching.*"

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"*Contrary to what is often said, initial errors made on these preliminary tests do not persist.*"

After the words have been written from dictation and misspellings have been indicated either by pupils or teachers, corrections in writing should be made. A good plan is to obliterate entirely the misspelled word and to write the correct spelling at the right, as ~~whol~~ × *whole*. Pupils can be taught to do this neatly.

Third Step. — Now the words that need *study* for their spelling are evident. Neither pupils nor teacher will waste time on any others. If a considerable number of words have been misspelled, those that have been misspelled by the most pupils may be studied with the class and the others left for individual study.

The following principles apply in the study of spelling-form:

"*Saying the letters does not add to spelling efficiency.*"

"*It does not seem worth while to call particular attention to any portion of the word by writing that portion of the word in colored crayon, or by any other device.*"

These principles derived from a very careful study of teaching and learning are quite contrary to much common practice. It seems to be true that we see words as wholes, and that our mistakes are not localized in any particular part or point of difficulty. But there appears to be a tendency to make more mistakes in the middle of a word than at either end, and to make more at the end than at the beginning. Dr. Hollingworth in discussing this point records the misspelling of the word *customer* made by different pupils in a test, as follows: *costminer*, *coustomer*, *cutomer*, *custona*, *couston*, *contons*, *couster*, *costomer*, *costumer*, *custumer*. It seems to be evident by a study of these errors that mispronunciation and lack of understanding of meaning were responsible for most of them.

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The foregoing principles should not be interpreted as excluding entirely the practice of saying letters and of calling attention to parts of words that give trouble. They should be guides, however, in limiting the use of these devices and in placing more reliance on the following principles:

"*The emphasis in presenting the word should be upon visual imagery.*"

"*It is important to expend some time on drill in recalling the visual image of the word rather than to expend all the time in impressing the image. (Closing eyes and thinking, writing, comparing with the word in the book or on the board.)*"

"*The word should be presented without diacritical marks.*"

"*Stress on the syllabication of words is an important element in learning to spell.*"

"*Writing a word is an aid to learning to spell it.*"

"*The amount of repetition necessary for fixing a word varies greatly with individuals.*"

"*The efficiency of drill in a given spelling period is increased by distributing the drill on a given word so that practice on other words intervenes.*"

"*The methods that are suitable for the good speller are apparently suitable for the poor speller.*"

Teachers will become skillful in applying these principles as they consciously try to apply them.

Fourth Step. — The class study should be thought of as a preparation for individual private study. Pupils should be told that this is so and they should be taught a method of private study. From time to time they should be questioned as to how they have studied a particular word or lesson.

The following directions are in substance those suggested by Professor Horn in his report from which quotations have already been made:

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Supervised Study of Words.

A. *How to visualize a word.*

1. Have pupils look at the word, noting the syllables.
2. Have pupils close their eyes and try to see or think the word and each syllable.
3. Have pupils look at the word and recall whether it looks like the word they saw with their eyes closed.
4. Have pupils close their eyes and see the word again in their own minds. Have them open their eyes and correct any mistake.
5. If any pupil has not formed an accurate visual impression of the word, he should repeat these steps until he has.

B. *How to form the auditory and motor impression of a word.*

1. Have pupils close their eyes and pronounce the word to themselves or aloud. As they pronounce the word have them pause between the syllables and think each syllable distinctly.
2. Let the teacher pronounce the word again, enunciating each syllable distinctly while pupils compare their auditory impressions already formed with the teacher's pronunciation.

C. *How to correlate the visual and the auditory impressions.*

1. Have pupils look at the word and think how it sounds.
2. Have pupils pronounce the word and think how it looks.

D. *How to fix the spelling.*

1. Now have pupils write the word without looking at it. If they find they have spelled it correctly, have them turn their papers over and write

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the word again. Have pupils compare with the book to be sure they are right and write it on the paper once more.

2. When pupils can write it in this way correctly several times, pass to the study of the next word.
3. After pupils have studied in this way each word in their lesson, have them write all the words from memory.
4. Have pupils compare these with the words in the book and make corrections.

The supervised study of words applies particularly to words with the pronunciation and spelling of which pupils have difficulty.

Fifth Step. — "*There should be provision for review drill periods.*"

The review test should be given without previous study of any kind. It will reveal the words to which individual pupils need to give further attention in ways previously suggested.

"*Proper testing is an important factor in improving spelling.*"

Standards of Attainment. — "*Teachers must expect considerable variability in the spelling ability of pupils in a given class.*"

"*The teacher must expect erratic spelling; she must not expect a single correct spelling or a single misspelling to be a sufficient measure of the ability of the child.*"

The desirable standard of spelling is one hundred per cent perfect for all the words we need to use in writing. But the human mind does not turn out perfect work. It varies in working efficiency from day to day, and different minds do not possess the same potential efficiency.

But apart from varying individual differences there are

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other causes of error that have been carefully studied. Dr. Hollingworth writes as follows:

"*In the course of the daily work with individual pupils, and on inspection of the scores of misspellings preserved as a daily record of achievement in the experimental class, we noticed that error is by no means a senseless and uncaused phenomenon, but that, on the contrary, certain factors are constantly or intermittently at work, both to cause error and at the same time to limit its extent. Among the most frequent and most interesting errors were those due to lapses. These errors are committed by children who 'know better,' who can correct the mistake spontaneously as soon as attention is called to it. In popular parlance, these errors are characterized as 'slips of the pen,' 'slips of the tongue,' etc.*"

There seem to be several deductions that we may draw from the foregoing.

1. Always give pupils a chance to look over all written work for spelling. Train them to do this as a habit so that they will not consider written work complete until it has been subjected to this *spelling review.*

This makes it necessary for the teacher to allow time for this particular review. It makes it necessary for her to accept a *corrected* paper. Pupils should be taught how to correct a word neatly, as, freeze / ~~freze~~. Pupils should be commended for discovering and correcting their own errors in every spelling lesson and in every piece of written work.

2. Another deduction from the study of causes of error in spelling appears to be inevitable; namely, that the real spelling standard lies within the individual.

It is well to have one of the spelling scales at hand for pupils to study; it is well to have a class average or median as an indication of class attainment; but it is most important for each pupil to be trying to maintain and to surpass his own best attainment.

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3. There is yet another deduction that is allowable; namely, that there are *degrees* of sinfulness in misspellings. For a pupil in the second grade to misspell the word *which* is not serious, but for a fourth grade pupil to misspell *which* is very serious. For a sixth grade pupil to misspell any one of the one hundred " spelling demons " should be rated a mistake for which two or three times as heavy a discount should be given as for the misspelling of a word like *absence*.

The children will in these ways develop a consciousness of certainty and uncertainty about the spelling of words.

Interest. — We are learning that children do well whatever they enjoy doing and whatever they want to do. For this reason we should not put too heavy spelling burdens on the class or individuals. Let the pupils look forward to the spelling lessons with anticipations of success and pleasure.

To secure this attitude it may be necessary to have at least two sections, one of which shall go more slowly than the other.

But the teacher's optimism and her methods determine also, to a large extent, whether or not pupils take interest in a given subject. Spelling lessons can be " socialized "; the " problem " method can be applied to spelling as well as to other subjects. Pupils can participate in making spelling lists from their own misspellings, from local needs (farm words in farming districts, factory words in factory districts, seashore words in coastwise districts, etc.). Pupils can be leaders in turn in giving the words for written spelling and in putting them into sentences. They can be appointed in turn to " coach " slow pupils in their row or class.

Spelling Games. — These are as stimulating in the lower grades as are games in arithmetic. An inexpensive pamphlet, entitled *Teaching Spelling by Plays and Games*, has been prepared by Mr. S. A. Courtis, and can be had by sending to him at 82 Eliot Street, Detroit, Michigan. For lack of space

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it is impossible to describe any particular game here, but the following quotation from Mr. Courtis's pamphlet will give teachers sound guidance in devising games for themselves. He writes:

"A successful spelling game must provide for:

"1. Careful examination or study of the assigned words *on the part of all* while preparing material.

"2. Active participation *on the part of all* in competitive writing of the words. The stimulus to spell should come through the eyes.

"3. Critical activities in the direction of words misspelled.

"4. Direction of others or following the instruction of others. Doing the right thing at the right time and in connection with other members of the group."

Phonetics and the Use of the Dictionary. — "*Children who learn to read by a phonic method seem to have no advantage in learning to spell.*"

A study of phonics helps spelling not directly but indirectly by promoting accurate and distinct pronunciation, and this is a very positive help in learning to spell.

But, if one wishes to learn from the dictionary how a word should be pronounced, an accurate, if not an extensive, knowledge of phonics is essential. The authors of this book believe that to attempt too much in this direction is to accomplish nothing worth while. Some of the sounds are very difficult to discriminate. It is believed that children in the elementary grades will do well if they can recognize, reproduce, and mark the long and short vowel sounds, the hard and soft sounds of *c* and *g*, the two sounds of *s*, and can sense and mark the silent letters. Beyond this pupils should be taught to use the key words at the bottom of each page in the dictionary.

A word about syllables may be timely here.

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Dividing a word into syllables is not so simple a matter as it appears to be. Briefly it may be stated that the syllables in a word are determined by " sound impression," and that the division of a word into syllables can be made with certainty in many instances only by one with a trained ear listening to a correct pronunciation. Even experts do not always agree. Two or three illustrations will show the inherent difficulty. For example, the word *even* is divided *e-ven*, while *every* is divided *ev-er-y*, and *evening* is divided *eve-ning; pulling* is divided *pull-ing*, while *pudding* is divided *pud-ding*, the second *d* being silent; *prospect* is divided *pros-pect*, while *prospective* is divided *pro-spec-tive*.

The number of syllables in a word is determined by the number of " sound impressions." For instance, the word *fate* has one syllable, the final *e* being silent. Also the word *filled* has but one syllable, because the *e* is silent and the *d* is pronounced as a part of *fill*, as *fill'd*.

It would seem clear that while pupils should be trained constantly in making correct divisions of words into syllables, since these are determinants of correct pronunciation, they should not be penalized if they make mistakes, provided they sense the right number of syllables.

The use of the dictionary should begin when the pupils are intelligent in syllabication and phonics to the degree indicated in the foregoing.

Further reference is made to this in the book for Grades V and VI.

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SECOND GRADE

TO TEACHERS

The meanings of practically all words in the second grade list are known. Pupils are using these words constantly. They are hampered in their written use of them by their inability to spell them. But all pupils do not have difficulty with the same words. It is important that each pupil discover which words in a given group he misspells and that he make a special study of them.

The following plan of procedure is therefore suggested.

1. Let the pupils read silently and orally the sentences of an assigned exercise.

2. Let pupils and teacher note the peculiarities in the spelling of different words, pronouncing them distinctly, and spelling them orally.

The foregoing is enough for one period.

3. Let the next class period be given to writing the entire exercise from dictation and to discovering misspellings.

4. The words misspelled in this dictation exercise are those that need further study until mastered.

It is suggested that the reviews be first dictated as a test without study. Pupils may then study the words on which they have failed.

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1

We all like to play games.
My brother plays ball better than I do.
Our baby likes to play with the kitten.
Kittens are not good pets for babies.
Toys are best for them.

2

My sister and I have two kites.
One day we were flying them.
A kite fell to the ground from the sky.
A big boy ran fast to get it.
He brought it to us. We sent it up again.

3

We had a garden at our school.
In this garden there were some flowers.
Birds flew into the garden for bugs.
The bugs did not want to be eaten.
So they crept into the bushes.

4. Review

baby	kitten	good	flowers
babies	kittens	better	there
brought	fell	best	crept

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5

A mother hen had five chickens.
She hatched them in a nest under a bush.
They lived in a coop near the barn.
A rooster used to keep away the hawks.
They ate crumbs of bread and grasshoppers.

6

After school we shall go home.
Papa and mama will be glad to see us.
When it rains we run to school.
But on sunny days we walk.
Very small children play at home.

7

A doll is dressed like a child.
Mine has four dresses.
Dolls have shoes and stockings and hats.
My doll has only one shoe.
She goes to school with me.

8. REVIEW

does	hatched	sun	shoe
goes	their	sunny	shoes
coop	grasshoppers	rooster	dresses

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9

The mouth of a bird is not like ours.
It has a bill and we have teeth.
A bird has wings and we have hands.
Does a bird have feet like ours?
Which is your right foot?

10

In summer cows feed in the pasture.
They drink water from the river.
In winter they stand in stalls.
Cows, horses, mules, and ponies eat hay.
Men grind corn for them, too, in a mill.

11

Father gave my brother a pair of boots.
My boot is smaller than his.
My sister is going to give me a rabbit.
I shall call him my dear bunny.
Would you like to pat him?

12. Review

would	mouth	which	small
grind	teeth	swallow	smaller
mill	bill	boot	smallest

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13

Men cut wood with an ax.
A man was cutting down an apple tree.
It fell before he wanted it to fall.
When it was falling we ran away.
It came down on top of a rosebush.

14

A boy went to the store to buy sugar.
A mouse was running among the boxes.
Then three mice ran out of a box.
The boys chased them out of the store.
Why do boys like to chase mice?

15

What kind of toy would you like?
A horse and a cart are good playthings.
My sister plays with dishes and a table.
My playmates have many pets.
They let us pet them when we want to.

16. Review

wood	cut	mouse	run
fall	cutting	mice	running
fell	rose	playmate	ran

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17

At school we read books and write.
Our reader tells about a good fairy.
Fairies can creep into a flower or even a bud.
Who do you think wrote these fairy stories?
The first story was written long ago.

18

Are you writing with a pencil or a pen?
I have written my spelling with a pencil.
I spell my first name with four letters.
Yesterday I wrote a letter to a friend.
I told her about the fairies.

19

A swarm of wasps had a nest in a tree.
The tree grew on the bank of a river.
A boy and girl came along to fish.
By chance they hit the nest with a hook.
Would you blame the wasps for stinging?

20. Review

read	write	yesterday	letter
fairy	writing	fish	friend
fairies	wrote	along	summer

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80-WORD REVIEW

Dictate twenty words at an exercise without previous study, as a test. Have pupils learn all misspelled words, and write them in sentences.

A

catch	spell	friend	do
catch es	spelled	very	does
write	spell ing	read	box
writ ing	fair y	read ing	box es
wrote	fair ies	dish	want
feed	mouse	dish es	dress
let ter	mice	would	dress es
wood	bush	head	small
run	bush es	mouth	rain
run ning	blame	which	crumb

B

broth er	ba bies	flew	eat en
their	fell	ball	spell
bet ter	grind	creep	gar den
ba by	best	crept	sto ry
kit ten	sis ter	eat	go
fall	fall ing	sun	goes
brought	bread	sun ny	shoe
kite	fly	there	shoes
school	flies	fish es	stock ings
flow er	fly ing	teeth	down

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SYLLABLES

Read the statement regarding syllabication to be found in "Suggestions to Teachers," page xx. Explain to the pupils, as much as you think they can understand, about the division of words into syllables.

Correct speaking of a word, that is to say, correct pronunciation, with a consciousness of syllables, is a great help to correct spelling.

1. Have pupils pronounce the following words distinctly and in a way to show each syllable.

2. Have them discover the smaller words within the longer ones, as, *spell* in *spelling; roost* in *rooster*, etc.

3. Give them practice in pronouncing distinctly the final syllables, *ing, es, er.*

4. Dictate the words as a test of ability to spell and to divide into syllables.

A

spell ing	catch es	let ter	fair y
writ ing	bush es	bet ter	fair ies
run ning	dish es	broth er	ba by
fall ing	box es	sis ter	ba bies
fly ing	dress es	fa ther	sto ry

B

read ing	ros es	flow er	sto ries
stock ings	ax es	lon ger	po ny
cut ting	fish es	roost er	po nies
sting ing	hor ses	small er	ca na ry
go ing	yes ter day	read er	ca na ries

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21

We drink water from a glass.
Bees suck sweet honey from flowers.
A butterfly sucks, too, when it drinks.
Do any of your pets lap from a saucer?
Have you ever seen a duck drinking?

22

My dear grandmother takes me in her lap.
I wish grandfather would, too.
But he thinks I am too big for that.
Grandpa and grandma are good to us.
They are coming to our house soon.

23

Apples grow on trees and grapes on vines.
Each of them has seeds and a skin.
The seeds of an apple are in a core.
Some apples and grapes are sour.
It is better to eat the ripe, sweet ones.

24. Review

bees	butterfly	come	sour
glass	core	coming	sweet
too	color	came	dear

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25

A goose is larger than a duck.
Most geese have white feathers.
They find food in the mud of ponds.
They can feed with their heads under water.
Their talk sounds like quack, quack.

26

A crow sat far up in a tree.
He was holding on with his claws.
He can see a long way off.
In the grass he found a grasshopper.
Another crow called, so he flew away.

27

Toads live under stones and bushes.
You can find them around your garden.
They jump if they see you coming.
They eat bugs that kill plants.
They are our friends. Be kind to them.

28. Review

goose	call	toad	find
geese	calls	white	found
grass	called	around	another

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29

Thanksgiving will soon be here.
Last year we had a big, fat turkey.
We helped grandpa when he caught it.
I took the longest feather from the tail.
Brother and I wished with the wishbone.

30

A puppy laps milk from a saucer.
He holds a bone with his paws.
Then he chews off the meat.
Puppies curl up on the floor and sleep.
When I am sleepy I must go to bed.

31

My friends and I are playing tag.
When we fall we do not cry.
Once or twice I did hurt myself.
A baby cries if he hurts his finger.
He takes it to some one to kiss.

32. Review

here	took	puppy	meat
year	wishbone	puppies	cry
caught	saucer	sleep	cries

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33

A hen sits on her eggs to hatch them.
When it grows dark, hens go to roost.
It is fun to hear the rooster crow.
I heard him crowing high up on the hill.
He thought he was doing a great thing.

34

My pig has a curly tail and a long nose.
He likes to dig in the dirt.
While digging there he gets dirty.
He is fed crusts of bread and corn.
Every day he squeals for food.

35

After a rain the doorsteps are wet.
Then I sweep them off with a broom.
When they are dirty they are swept too.
Half the time I do the sweeping myself.
Once a week mother does it.

36. Review

half	hear	bread	great
hatch	heard	dirty	sweep
roost	squeal	tail	swept

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37

One day we went fishing.
There were dark clouds in the sky.
Before we had gone far it began to rain.
We ran to the nearest house.
We caught some drops of water in a cup.

38

I am a little girl eight years old.
Many times a week I am sent to the store.
There they sell loaves of bread.
I paid six cents for a small cake of soap.
I must pay more for a bigger cake.

39

Now men are cutting wood in the woods.
They cut it with an ax and saw it.
Then they pile it up in piles.
Oxen or horses draw it on sleds.
It is too cold to play out of doors.

40. Review

fishing	here	soap	nearest
cloud	there	tell	gone
before	week	wood	eight

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80-WORD REVIEW

Dictate twenty words at an exercise without previous study, as a test. Have pupils learn all misspelled words and write them in sentences.

A

sum mer	bees	grow	come
buzz	too	grow ing	com ing
a mong	col or	grown	came
think	tell	soon	flew
goose	feed	sound	grass
geese	food	a round	claw
feath er	their	be gin	caught
an oth er	help	be gan	year
floor	sleep	sleep y	hatch
meat	slept	twice	eight

B

hold	find	call	pup py
hold ing	found	calls	pup pies
here	sweet	call ing	kiss
there	dig ging	chew	kiss es
do ing	tooth	chews	cry
roost	teeth	sau cer	cries
ear	core	sweep	door
hear	tail	swept	gone
heard	great	see	week
half	broom	seen	off

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SYLLABLES

A

Have pupils pronounce the following words distinctly and discover the shorter words within the longer ones.

Then dictate for spelling.

do ing	buzz es	near est	think ing
buzz ing	hatch es	great est	grass es
tell ing	pup py	sweet est	sleep y
hav ing	pup pies	long est	writ ing
help ing	hor ses	larg est	cry ing

B

Dictate without previous study as a test of ability to spell and to divide into syllables. If a pupil divides a word into the proper number of syllables, but does not make the dictionary division, do not mark it wrong. Lead the class to compare their divisions with those below and to pronounce more accurately. See discussion of syllabication in "Suggestions to Teachers," page xx.

wish bone	feath er	wa ter	a mong
near est	broth er	sau cer	col or
be gin	moth er	hon ey	a round
be gan	sis ter	grand ma	ev er
grow ing	fa ther	com ing	nev er.

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41

At Christmas time it is cold.
Water freezes into ice and snow.
We slide, skate, and make snowballs.
By the warm fire we tell stories.
We send gifts and they are sent to us.

42

Santa Claus came riding from the north.
He rode in a sleigh full of presents.
I lay awake to hear and see him.
I heard his foot on the steps.
It was dark but I crept out of bed.

43

To-day is the coldest day of winter.
Yesterday a crust froze on the snow.
I hope the icicles will not melt to-morrow.
Who will go skating to-night?
If we go, our toes may be frozen.

44. REVIEW

ride	sleigh	freezes	toe
riding	full	icicle	crept
rode	awake	crust	presents

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45

A fox was lapping water from a river.
A lamb was standing near.
The lamb was a pet and very tame.
Like all foxes this one was wild.
Next time the lamb will run away.

46

Have you seen a cloud in the sky?
It is made of many drops of water.
A snowflake is a frozen drop of water.
When it is snowing, flakes fill the air.
The wind blows them here and there.

47

What are the colors of our flag?
They are red, white, and blue.
We will hold our flag above all others.
Every one who lives under it feels glad.
It flies from a pole every school day.

48. REVIEW

tame	freeze	lamb	fill
cloud	freezing	flake	flag
feels	frozen	air	pole

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49

Every one has two ears and two lips.
How many arms and elbows have you?
A paw has claws but a hand has nails.
A claw is like a hook. It will scratch.
I scratched my skin badly with a nail.

50

I like to make things out of wood.
I use a hammer, a saw, and nails.
After school I split some wood.
A man saws it first with a saw.
Then it can be cut up with a hatchet.

51

Sometimes I help mother set the table.
Each one must have a knife and fork.
Then I put a plate at each place.
A cup, a saucer, and a spoon are next.
Last of all come the slices of toast.

52. Review

scratch	nail	hatchet	each
scratches	hammer	plate	fork
scratched	saw	spoon	slices

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53

A bird picks up his food with his bill.
Bunny nibbles with his teeth.
Bees crawl over flowers sucking honey.
They store it away for winter.
Shall we beg them for a spoonful of it?

54

It is fun pasting pictures on paper.
If they are well pasted they will stick.
Paste is very sticky.
Sometimes my fingers get all stuck up.
Then I cannot paste any more pictures.

55

Can you hear the school bell ringing?
Some one is blowing a horn, too.
Yesterday the bell rang and a horn blew.
All but sick children should be awake.
The clock says we should be in school.

56. REVIEW

pick	paste	stick	hear
nibble	pasting	stuck	yesterday
crawl	cannot	bell	should

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57

How many halves are there in one thing?
A pint is one half of a quart.
Two weeks is one half of a month.
There are seven days in a week.
Which is your fourth finger?

58

On our sand table we made a hill.
On the steep sides we put some stones.
This was to make a rocky hill.
We planted some trees around the foot.
Here the ground was low and sandy.

59

Grapes, peas, and beans grow on vines.
Have you seen them climbing a pole?
A grapevine will climb over a wall.
It is not always easy to pick grapes.
You cannot reach the highest branches.

60. Review

half	week	hill	beans
halves	month	steep	climb
quart	fourth	peas	easy

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80-WORD REVIEW

Dictate twenty words at an exercise without previous study, as a test. Have pupils learn all misspelled words and write them in sentences.

A

reach	ride	peas	easy
reach es	rid ing	can not	beans
reached	rode	pick	clock
bunch	hook	sell	toast
bunch es	cent	toe	three
climb ing	cents	toes	third
full	crust	shoe	pay
i ci cle	air	shoes	paid
sleigh	sky	ham mer	spoon ful
lamb	hatch et	nail	bill

B

hill	low	four	should
steep	month	fourth	stuck
quart	crawl	ring	loaf
send	slice	rang	loaves
sent	slic es	scratch	half
freeze	fork	scratch es	halves
froze	creep	scratched	knife
fro zen	crept	fin ger	knives
hour	to-mor row	paste	stick
hon ey	al ways	each	a round

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SILENT LETTERS

The following groups of words illustrate the occurrence of silent letters in words. Note that when a syllable division comes *between* double letters, the *second* letter is silent. This fact affects the pronunciation, as in *apple*, which is pronounced *ap l;* and in *yellow*, which is pronounced *yel o*.

These exercises should promote keener seeing of words, more correct and more distinct pronunciation, and more accurate spelling.

Explain that a *silent letter* is one that is not sounded when the word is pronounced.

Have pupils pronounce thoughtfully the following words, stressing each syllable.

Dictate for spelling.

A

ap ple	four	toast	loaves
sum mer	fourth	bread	year
yel low	bean	pair	ear
lap ping	eight	each	hear
bun ny	sleigh	reach	heard

B

big ger	near	climb	eat
ham mer	might	lamb	half
to-mor row	paid	knife	halves
sun ny	air	pole	pick
rab bit	eas y	nail	soap

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61

In the spring of the year the snow melts.
Flocks of birds fly back from the south.
The bear has slept all winter.
Now he wakes up, for the frost is gone.
The squirrel no longer hides in his hole.

62

Caterpillars have many short legs.
They crawl over sticks and stones.
They eat the green parts of plants.
In the autumn they spin cocoons.
A few months later they are butterflies.

63

It is easy to skate on good skates.
But it is easier to slide on a sled.
Can you steer a sled down a steep hill?
Once I steered into a deep ditch.
I fell off and lay hidden in snow.

64. REVIEW

melt	south	summer	steer
melted	sleep	cocoon	autumn
bear	slept	ditch	easier

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65

On the coldest days we wrap up warm.
Last winter we went sleigh riding.
The horses drew us along very fast.
My sister was wrapped in a cloak.
She had a hood, too, and I had a cap.

66

I would like to tell you about my dove.
I am keeping it in a cage.
It is much larger than a canary bird.
It likes to be petted and fed with corn.
A few months ago it was sick and nearly died.

67

My brother is younger than I am.
My new coat is too large for him.
He likes to put it on sometimes.
Once he hid it and I was late at school.
Next time I shall dress myself earlier.

68. Review

wrap	cloak	dove	died
wrapped	coat	petted	early
next	hood	younger	earlier

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69

It is nearly time to plant our garden.
We must dig up the dirt with a spade.
After it is planted we must hoe it.
Plants will die unless we kill the weeds.
None are dying in any part of my garden.

70

Did you ever see any one make butter?
First cream is put into a churn.
It is then churned a long time.
You stand near with an empty glass.
Pretty soon it is filled with buttermilk.

71

Cherries are beginning to be ripe.
Father has never let me climb the tree.
He climbs it with a short ladder.
Then he throws me down some cherries.
The birds carry off a good many.

72. Review

nearly	kill	weeds	ever
spade	unless	churn	never
hoe	empty	cream	throws

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73

Picnics are greater fun than parties.
You take along a box of food.
There are buns, cake, and bananas.
Some one may have some molasses kisses.
We play games and wade in the water.

74

A storekeeper lived a long way from home.
Every day he rode to his store on a car.
He paid a car fare as others do.
At his store he sold many things.
Men, women, and children buy of him.

75

I draw on a piece of paper with a pencil.
At my age I erase a lot with an eraser.
I am using a pen and penholder too.
I write my name on my drawings.
Next year I shall be older and can do better.

76. Review

party	car fare	sold	piece
parties	draw	buy	better
banana	drawing	women	picnic

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80-WORD REVIEW

Dictate twenty words at an exercise without previous study. Have pupils learn all misspelled words and write them in sentences.

A

melt	eas y	co coon	sleep
bear	eas i er	spring	sleep ing
cloak	worth	sum mer	slept
ear ly	east	au tumn	dove
ear li er	south	win ter	corn
coat	west	pen cil	a bout
hood	warm	cage	ev er
lad der	die	churn	nev er
off	dy ing	emp ty	glass
store keep er	died	pret ty	glass es

B

wrap	cream	un less	one
wrapped	weeds	spade	none
day	hoe	plant	par ty
week	short	plants	par ties
month	hill	plant ed	wom an
year	aft er	car fare	wom en
throw	piece	near ly	old
throws	piec es	sell	old er
draw	buy	sold	good
draw ing	bought	pic nic	bet ter

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FINAL SYLLABLES

A

Lead pupils to see that *final e* is not pronounced and that therefore it is *silent* and does not add a syllable to a word. Such words are *wake, like, have,* etc. Have pupils find similar words on the preceding page and in the other review pages of this grade.

B

Lead pupils to see that in some words *final es* and *ed* are pronounced and in some they are not. When they are pronounced they are distinct syllables. In the words *games, liked,* etc., the *e* is silent. These are one-syllable words. But in *bushes, planted,* etc., *e* is pronounced and *es* and *ed* are distinct syllables.

Have pupils pronounce the following words and state whether the *e* is silent or not, and whether the word has one or two syllables.

The words may then be dictated as a spelling lesson, the pupils crossing out the silent *e's* in final syllables.

kites	dresses	hatched	walked
goes	shoes	skated	planted
mules	does	lapped	reached
axes	boxes	spelled	dressed
chases	dishes	melted	scratched
tables	blames	pasted	petted
writes	fishes	talked	curled

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THIRD GRADE

TO TEACHERS

The work in spelling for this year is not different from that of the previous year.

Do not spend time or have the pupils spend time on what is known. Have each one find out what he does not know, and from the pupils' failures select the words for class study.

During this year pupils should go far in fixing the habit of skillfully studying their misspelled words. See "Suggestions to Teachers," page ix.

In the previous grade special exercises were given at appropriate times on syllabication and silent letters. Similar exercises should be continued, not as ends in themselves but to promote distinct and accurate pronunciation and to intensify attention on troublesome parts of words. They will promote accurate spelling. Moreover, these exercises involve the fundamentals necessary for the later use of the dictionary.

During this year pupils should have considerable practice in their class study of words in making the derived forms ending in *s* and *es*, *er* and *est*, *d*, *ed*, and *ing*.

The new emphasis in this grade is on the correct pronunciation of words often mispronounced, and on the sounds of the letters *c*, *g*, and *s*. These matters should not be entirely new to the pupils, but they here receive a new interpretation and application.

Read "To Teachers" at the beginning of the second grade.

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1

We have not studied a book all summer.
While the sun shone we played outdoors.
There we could talk, sing, and be noisy.
But if it was rainy we kept under cover.
Then we had to stop making a noise.

2

Let us show our teacher that we can work.
I hope we shall not find our studies hard.
We shall try to behave and mind quickly.
Nobody loves naughty children.
Lessons are learned sooner by keeping busy.

3

In arithmetic we are learning to add.
We are also taught to subtract.
Can you count farther than twenty?
We can do only a few examples in an hour.
Later in the year we shall work faster.

4. REVIEW

study	rainy	teacher	quickly
studies	noise	learn	taught
studied	noisy	sooner	show

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5

The sun often wakes me in the morning.
It shines through my open window.
It touches my face with its bright fingers.
I know I should not dream any longer.
But I lie still and wait to hear a call.

6

My stockings and shoes are pulled on.
I tie my shoestrings in a hard knot.
I am afraid I cannot untie them again.
I come very near forgetting my hair.
This I comb in a minute with a comb.

7

I hurry down stairs to the hall below.
There I meet mother passing through.
She asks me why I do not wear a tie.
Then I remember that I forgot my necktie.
There is nothing to do but to start back.

8. Review

morning	forget	meet	wear
through	forgetting	hall	afraid
dream	forgot	comb	hurry

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9

Every day we eat three meals.
In the morning there is breakfast.
At noon we leave our work for dinner.
At the end of the day we need supper.
Does a child get hungry between meals?

10

How can children help at home?
It is helping if they do not quarrel.
They can be happy doing the chores.
There are dishes to be washed and wiped.
It helps much if they keep neat and clean.

11

Is it harder to keep well than to be sick?
Each one should have a straight body.
We should breathe fresh air.
We should eat ripe, not rotten, fruit.
We should not bite hard candy or nuts.

12. Review

meal	leave	dinner	quarrel
breakfast	need	supper	dishes
noon	hungry	between	clean

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13

My aunt and uncle live in the country.
They own a farm many miles from the city.
I have been asked to spend a week there.
Last night I dreamed that I was farming.
This afternoon I wrote that I could go.

14

The minutes slipped by very slowly.
But the time came for leaving home.
In my pocket I had money in a pocketbook.
In a bundle I had a pair of overshoes.
I carried an umbrella and other things.

15

A little donkey belongs on this farm.
He is tied with a halter in the stable.
He stands in a stall eating hay and meal.
If he is thirsty, he drinks from a bucket.
Donkeys act in the funniest way.

16. Review

aunt	ask	slip	leave
country	dreamed	slipped	leaving
city	wrote	pair	tied

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17

Let the teacher dictate the names of the days of the week for pupils to write without previous study. Each one should study those that he misspells.

Sunday	Tuesday	Thursday	Saturday
Monday	Wednesday	Friday	

18. Second Grade Review

Let pupils write the plural forms as indicated by the blanks. Then dictate one form and have pupils write both forms as a test in spelling.

1

One fairy	mouse	bush	friend	dish	
Two	.....	....	.....	....	

2

One box	dress	baby	fly	ball	tooth
Two ...	....	....	..	...	....

3

One shoe	goose	bee	kiss	bunch	knife
Two ...	....	...	...	....	....

4

One loaf	half	glass	weed	piece	hoe
Two ...	...	....	....	....	...

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80-WORD REVIEW

Dictate twenty words at one exercise without previous study. Pupils should then study those they misspell and write them in sentences.

A

stud y	soon	show	learn
stud ies	soon er	shows	learns
stud ied	bus y	showed	learned
teach	shines	naugh ty	far
teach er	shone	few	far ther
taught	sub tract	add ed	far thest
add	hour	pull	call
count	min ute	pulls	calls
of ten	near	pulled	called
through	hur ry	comb	for get ting

B

a fraid	be tween	meat	fun ny
wear	clean	meal	fun ni est
tie	quar rel	break fast	coun try
un tie	din ner	slip	cit y
tied	sup per	slipped	cit ies
meet	need	slip ping	um brel la
much	straight	leave	pair
noon	hard er	leav ing	dream
breathe	aunt	left	dreams
fruit	un cle	thirst y	dreamed

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PRONUNCIATION

Some words are particularly susceptible of mispronunciation. The errors consist in: (*a*) leaving off the *g* in final *ing;* (*b*) giving the wrong sound to letters; (*c*) putting in or leaving out sounds.

The following exercises are for pronunciation drill, not spelling drill. They contain some of the words just referred to that occur in this and the previous grade. The correct pronunciation is shown in parentheses with the troublesome part underlined

A

nothing (nŭth ing)
something (sŭm thing)
walking (wôk ing)
using (us ing)
having (hav ing)
beginning (begin ing)

B

again (a gĕn)
against (a gĕnst)
because (be kôz)
just (jŭst)
picture (pik tūr, not chure)
to-morrow (tōō mŏr ō)
which (hwĭch, not wĭch)
window (win dō)
been (bĭn)
bouquet (bōō kā)
into (in tōō)
pen (pĕn)
three (thrē)
through (thrōō)
Tuesday (Tūz day)
was (wŏz)
hold (hōld)

C

and (ănd)
catch (kăch)
often (of'n)
chimney (chĭm nĭ)
father (fä ther)
saw (saw)

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19

In the West a farm is called a ranch.
There are many kinds of ranches.
On some the owners keep hogs.
You hear them squealing a long way off.
They like to roll in cool, muddy puddles.

20

There are ranches where sheep are kept.
A dog follows the sheep in the daytime.
At night he watches while they sleep.
If a wolf howls he barks to scare him.
Wolves are not brave and will not fight.

21

Fruits of many kinds grow on farms.
Among them are plums, pears, and peaches.
These are sent to us in baskets.
The farmer sells berries and melons too.
A watermelon is soft and pink inside.

22. REVIEW

ranch	own	squeal	cool
ranches	owns	roll	follow
basket	owner	berries	follows

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23

In the heat of summer bees work busily.
They suck sweet honey from clover flowers.
Load after load they drop into the comb.
Now their store of honey is in the hive.
Is it right for people to rob them?

24

A spider is spinning a web.
From his body he pulls the end of a string.
He fastens this and drops straight down.
He hangs there for a minute thinking.
It is a puzzle what he will do next.

25

Our spider tries to touch something.
He touches the bottom of the window.
Now he hurries to start another string.
He is hanging a thin net across the window.
Will he coax a fly into his cobweb?

26. Review

heat	clover	hive	watch
busy	load	hives	watches
busily	people	straight	tries

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27

Who can spell all the words a cook uses?
We often need them in our writing.
Let us study while she is working.
If we do not ask questions we may watch.
If she is cross, it is because she is busy.

28

Cooks build a fire in the stove first.
The smoke passes off through a pipe.
It rises quickly up the chimney.
Chimneys are of brick and will not burn.
The heat slowly warms the oven.

29

From a barrel this cook took some flour.
The barrel was held together with hoops.
She began to stir the flour in a bowl.
She had added just a pinch of salt.
She poured in milk and stirred faster.

30. Review

cook	cross	quick	barrel
questions	because	quickly	hoop
through	build	chimney	took

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31

The cook has made a nice white dough.
It is dropped into a pan and left to rise.
It swells and fills the pan nearly full.
It will bake into a brown loaf of bread.
It will be laid away in the cupboard.

32

Here other good things are stored.
In a corner is a sack of peanuts.
There is a bottle with a cork in it.
Right in front are plates of cookies.
Above stand glasses of jelly in rows.

33

The cook hurried us out of her storeroom.
She laughed at our wish to wait longer.
The door was shut and locked.
We never knew where the key was hidden.
The nuts, raisins, and taffy are safe.

34. Review

dough	rise	swell	bottle
drop	brown	swells	knew
dropped	laid	peanuts	raisins

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35

Let the teacher dictate the following names of numbers for pupils to write without previous study. Each one should study those that he misspells.

twenty	eight	twelve	fourteen
eleven	thirteen	fifteen	eighteen
nine	sixteen	seventeen	nineteen
four	seven	three	two

36. Review of Second Grade Words

Let pupils write the *d*, *ed*, and *ing* forms as indicated by the dots. Then dictate one form at a time and have pupils spell the three forms.

1

To-day I	call	carry	chase	chew	climb
Yesterday I	...	....	....	...	....
Now I am	...	....	....	...	....

2

To-day I	cry	dress	jump	live	paste
Yesterday I	...	...	....	...	....
Now I am	...	...	....	...	....

3

To-day I	use	scratch	step	skate	wrap
Yesterday I	...	.....	...	....	....
Now I am	...	.....	...	....	....

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80-WORD REVIEW

Dictate twenty words at one exercise without previous study. Pupils should then study those they misspell and write them in sentences.

A

mel on	heat	hur ry	cob web
wa ter mel on	bus i ly	hur ries	stud y
peach	load	hur ried	stud ies
peach es	straight	string	stud ied
bas kets	peo ple	coax	stud y ing
sell	win dow	bot tom	pour
sells	cook	cross	poured
pear	cooks	white	bar rel
pears	cooked	pinch	bar rels
fruits	cook ing	pinch es	laid

B

soft	be cause	swell	safe
ber ry	chim ney	swells	wait
ber ries	chim neys	pea nuts	waits
bod y	build	laugh	wait ed
bod ies	held	laughed	store room
stir	dough	lock	sack
stirs	flour	locked	nice
stirred	bot tle	key	rise
stir ring	bot tles	wolf	fight
knew	rai sins	wolves	cork

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SOUNDS OF LETTERS

A

The letter *c* has two sounds. In the word *cat*, it is pronounced like *k*. This is called the *hard* sound, and it is marked ¢. In the word *cent*, *c* is pronounced like *s*. This is called the *soft* sound.

Have pupils pronounce the following words carefully and state whether the *c* has the hard or soft sound. Then dictate the words for spelling, having pupils mark (¢) those *c's* that have the *k* or hard sound.

count	could	uncle	arithmetic
city	mice	piece	subtract
comb	act	once	ice
clean	saucer	çover	creep
color	picture	slice	coax

B

The letter *g* has two sounds. In the word *go*, it has the *hard* sound and is marked $\bar{g}$. In the word *cage*, it is pronounced like *j*. This is called the *soft* sound. Follow directions in *A* above.

good	finger	again	forgot
dog	began	glasses	glad
age	flag	orange	larger
gate	large	sugar	gone
ground	get	pigeon	great

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37

A cute little baby lay in its cradle.
It was playing with its toes and laughing.
I peeped in and touched its curly head.
It acted as if it were afraid and cried.
So I dodged back and left it alone.

38

An oak tree is covered with brown bark.
Its branches are long and crooked.
Did you know that acorns grew on it?
They look like little cups and saucers.
They drop to the ground with the leaves.

39

An oak leaf does not keep the same color.
First it is green, then red and yellow.
Before winter it is brown and dry.
Then it breaks away from its branch.
It floats like the prettiest toy balloon.

40. Review

cute	cradle	peep	leaf
cutest	break	peeps	leaves
bark	breaks	peeped	floats

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41

I knew a boy who had a bow and arrow.
The bow was about four feet long.
Both ends were smaller than the middle.
Between the ends was a twisted string.
The bow was bent by pulling the string.

42

The arrow was a straight piece of wood.
This stick was sharp at one end.
At the other end feathers were fastened.
They were to help the arrow go straight.
I wish I owned such a bow and arrow.

43

In my reading book is a story of a beggar.
He is blind and lame and poor.
A cup is hung over his shoulders.
His lean and bony dog sits on the sidewalk.
He will not bark if you do not tease him.

44. Review

both	twist	sharp	such
middle	twisted	fasten	reading
bent	pulling	fastened	poor

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45

A friend has written me about his school.
It opens at nine o'clock in the morning.
He starts half an hour earlier.
He hopes not to be late the whole year.
He is trying to pass in all his studies.

46

My friend is learning how to keep well.
Good blood is made by breathing fresh air.
Windows are opened to let it blow in.
Too much light in front hurts the eyes.
On bright days curtains are pulled down.

47

The children file out at recess.
They march to the sound of a drum.
Then they straighten up their bodies.
They do not shove or whisper in the line.
I am sure this is a well behaved school.

48. Review

written	trying	study	light
o'clock	pass	studies	curtain
whole	blood	hurts	straighten

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49

A doll needs a house as much as people do.
So I started to build one for mine.
I used the heaviest box I could move.
I dragged it into my own room.
I was sure I could fix it myself.

50

I remembered where the hammer was kept.
It was on a bench in the workshop.
I found nails, screws, and a dull knife.
Father had to sharpen it for me.
Then I could begin my building.

51

Outside I nailed a covering of shingles.
These hid the cracks in the sides and top.
Inside it was papered with pretty paper.
With a pair of scissors I cut a gray rug.
Brother whittled out a crib and a stool.

52. REVIEW

heaviest	drag	screw	sharp
room	drags	screws	sharpen
fix	dragged	bench	dull

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53

Teacher and pupils should study together the following contractions. Pupils may then write short sentences using the full forms and rewrite them using the contractions. Emphasize the fact that *don't* should not be used except where *do not* can replace it.

cannot — can't	I am — I'm
do not — don't	I have — I've
will not — won't	we will — we'll

54

Teach the abbreviations. Have pupils use the full forms in sentences with abbreviations in parentheses.

Sunday (Sun.)	Wednesday (Wed.)
Monday (Mon.)	Thursday (Thurs.)
Tuesday (Tues.)	Friday (Fri.)
Saturday (Sat.)	

55

Children should know how to spell their own given names and those of their playmates. Have each pupil write ten such names and have a class study of them. Or, have the class write the names as each pupil gives his own. Another way is for the teacher to write on the board a list of the different names as the pupils pronounce and spell them.

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80-WORD REVIEW

Dictate twenty words at an exercise without previous study, as a test. Have pupils learn all misspelled words and write them in sentences.

A

pret ty	bal loon	break	branch
pret ti er	oak	grew	branch es
pret ti est	a corn	left	crook ed
float	leaf	brown	dodge
cov er	leaves	a fraid	dodged
cov ered	laugh	curl	tease
cov er ing	laughed	curl y	lean
bark	laugh ing	hung	bone
shoul der	blind	beg	bon y
shoul ders	lame	beg gar	ar row

B

bow	piece	be have	whis per
straight	bend	be haves	march
straight en	bent	be haved	scis sors
feath ers	pull	sound	whole
fas ten	pulled	light	ear ly
fas tened	pull ing	blood	ear li er
sharp	mid dle	learn ing	write
sharp en	knew	before	writ ten
dull	breathe	touch	nailed
stick	breath ing	heav i est	shin gles

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56

SOUNDS OF LETTERS

In previous lessons the hard and the soft sounds of *c* and *g* were explained. The letter *s* has two sounds also. In the word *sit*, it sounds like *s*, but in the words *is* and *has*, it sounds like *z* and is marked *ṡ*.

Have the pupils pronounce the following words, stating whether each *s* has the *s* or *z* sound. Then dictate for spelling and have them mark the *s*'s that have the *z* sound.

A

whisper	leaves	sack	sky
tease	fasten	swell	fast
sound	studies	raisins	crumbs
scissors	barrels	soft	use
sell	peaches	busily	goes

SYLLABLES AND SILENT LETTERS

Dictate the following review words and have the pupils divide into syllables and cross out all silent letters.

B

rain y	ear	leave	Wednes day
teach er	hear ing	clean ing	wa ter mel on
be lieve	dream ing	o ver shoes	in side
learn	wait ed	um brel la	watch es
year	break fast	Tues day	build ing

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Forty-nine of the "One Hundred Spelling Demons" listed by Professor W. Franklin Jones are found among the second-grade words already studied. They are given here in three test lessons. No preparation should be made for these tests.

57

A

which	their	many	friend
some	been	making	dear
says	used	always	where
women	done	hear	write

B

writing	heard	does	once
coming	any	beginning	blue
here	there	easy	would
could	every	they	half

C

buy	again	very	none
week	two	too	among
color	piece	sugar	shoes
enough	to-night	said	read
	early		

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58

There are picnic grounds a mile from town.
It costs a dime to ride there on the cars.
A fence has been built around the grounds.
You can go through the gate for a nickel.
I am going to spend a whole day there.

59

It was eight o'clock when we started.
The car was just in sight down the street.
We jumped on and paid our dimes.
We took our seats, our boxes by our sides.
I'm afraid our tongues were very busy.

60

There were many things to do and see.
We went to every corner of the grounds.
A donkey was tied to a stake under a tree.
He looked tame eating his hay and oats.
But he showed his teeth if you patted him.

61. Review

town	gate	seat	tongue
costs	nickel	seats	tongues
fence	street	I'm	stake

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62

We found a bear living in a cave.
A pole a foot thick stood in his pen.
He climbed up and came down backwards.
They fed him bones and raw meat.
He ate a lump of sugar which I gave him.

63

We spent some time with the deer.
They ate lumps of sugar and crackers.
A deer is much prettier than a calf.
Snakes squirmed and hissed in a box.
An owl snapped his bill at us in a cage.

64

Next we crossed the grounds to a shop.
Here they sold lemonade at a fountain.
Each of us bought a glass of it.
While drinking we sat on chairs to rest.
We watched them squeeze the lemons.

65. Review

cave	pole	snap	hiss
spent	backwards	snapped	hissed
deer	raw	chair	squeeze

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66

Peas, beans, melons, peanuts, rice, wheat.
Which kind of seed shall I sow?
A little girl asked herself this question.
What answer do you think she made?
By reading the lessons below you can guess.

67

Her uncle gave her the seeds.
He told her to soak them in water.
In her garden she dug holes in a row.
Into each hole she dropped a seed.
It will sprout if the land is rich.

68

The seeds burst their skins under ground.
Brown roots push down, a stem pushes up.
It is a vine with sweet smelling flowers.
These fall and give place to pods.
Inside you will find little green ——.

69. Review

rice	sow	asked	smelling
wheat	sows	answer	brown
soak	sowed	seed	sprout

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70. Review

Have pupils write the second lines, filling in the blanks with plural or singular forms; then dictate for spelling.

One berry	body	branch	deer	donkey	leaf
Two	...	.....	....	.....	...
Two miles	seats	shoulders	studies	wolves	
One	....	.....	.....	.....	

71

Pupils are familiar with the meanings of these words. Have them write a short story using at least one word from each group. After the stories have been discussed in class, dictate all the words in column as a spelling test.

boat	float	race	oar
boats	floats	races	row
bend	blow	break	lose
bends	blew	broke	losing
bent	blown	broken	lost

72

Have each pupil make a list of the ten common words which he is most likely to misspell. As a class exercise list the different words on the board and dictate twenty-five as a spelling test.

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73

The following are words used at school that third-grade pupils should know how to spell.

blot	chalk	inch	sing
blotter	desk	inches	sang
block	drew	ink	sung
page	dust	period	mark
circle	dusty	song	marking

74

The following are words used at home that third-grade pupils should know how to spell.

ashes	lamp	match	pitcher
basketful	ribbon	matches	peel
bonnet	love	oatmeal	peels
kettle	loved	pancake	peeled
lid	loving	pepper	peeling

75

The following are miscellaneous third-grade words not studied before.

class	moon	apron	teeter
daisy	star	turtle	wheel
daisies	rainbow	peacock	wheelbarrow
dandelion	whistle	tall	worm
violet	tub	wax	good-by
bobwhite	running	stopped	tried

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80-WORD REVIEW

Dictate twenty words at one exercise without previous study. Pupils should then study those they misspell. See "Suggestions to Teachers," page ix.

A

bake	chalk	bark	deer
bakes	count	barks	thick
baked	green	barked	dream
bak ing	feel	bark ing	fas ten
calf	inch es	cheek	late
calves	wheat	float	lat er
fix	squeeze	floats	lat est
fixed	light	much	neck tie
heav y	match	neat	nine teen
load	match es	pinch	pitch es

B

bead	bend	blood	run ning
build	bent	bright	boat
build er	clean	comb	break
cir cle	cleans	stopped	soak
lose	cleaned	hav ing	coax
lost	clean er	quar rel	tried
pour	vio lets	pushed	robbed
pours	pi geon	rib bon	seat
poured	oat meal	peel ing	straight
bot tle	pep per	bot tom	tongue

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REVIEW TESTS

Have individual pupils pronounce the words in each exercise distinctly and accurately. Then dictate for spelling and the particular marking called for.

A

For spelling and syllables

brother	garden	follow	to-morrow
babies	again	into	window
flying	because	nothing	using
chimney	beginning	picture	writing
flowers	father	something	fairies

B

For spelling and silent letters

often	breathe	oak	heat
break	early	load	pear
lean	feathers	people	peach
light	straight	coax	wait
learn	shoulder	pour	knew

C

For spelling and marking hard sounds of *c* and *g*, and the *z* sound of *s*

whisper	crooked	beg	comb
rise	curly	large	seat
safe	nice	forget	lessons
sound	city	pigeon	age

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FOURTH GRADE

TO TEACHERS

During the first half of this year emphasis is placed on the review of words studied in previous grades. These words are grouped with the fourth-grade words relating to the same class of ideas.

Each teacher must determine for herself the number of words that should be dictated as a review test and as a test after study. The number will vary on different days and with different classes. The poor spellers will not master all the words, but the competent spellers should be given an opportunity to learn the spelling of the standard vocabulary. It may be well to divide a class of as many as thirty pupils into two spelling divisions according to spelling ability.

In this grade the pupils should be able to use these simple words in meaningful sentences, often two or more in one sentence, as the authors have done for pupils of the second and third grades. The words are grouped according to their "family" relationship and also according to idea relationship to facilitate the pupil's intelligent use of them.

Attention should be given to clear and accurate pronunciation and to training pupils to become skillful in discovering and drilling on the troublesome words and parts of words. See "Suggestions to Teachers," page ix.

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1. Review

The "Spelling Demons" studied in Grade II

A

which	any	does	could
their	used	done	would
many	mak ing	here	write
friend	com ing	there	ev er y·
piece	writ ing	where	too
some	says	eas y	a mong

B

been	said	buy	col or
dear	wom en	a gain	su gar
hear	blue	ver y	shoes
heard	ear ly	none	e nough
once	they	week	to-night
al ways	half	two	read
be gin ning			

2. Review

The "Spelling Demons" studied in Grade III

an swer	don't	lose	Tues day
break	hour	min ute	wear
bus y	just	much	Wednes day
built	knew	of ten	whole
can't	know	sure	won't
coun try	laid	through	wrote

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3. Advance Test

The twenty "Spelling Demons" that will occur in Grade IV

Dictate without previous study, that each pupil may discover which he misspells.

guess	whether	though	seems
having	tear	ache	forty
doctor	choose	cough	trouble
truly	loose	ready	raise
meant	February	hoarse	tired

4

Some fourth-grade words that need no study for meaning

against	thirty	anybody	Mr.
yours	forty	anyhow	Mrs.
yourself	fifty	anything	Miss
himself	sixty	anyway	during
herself	hundred	anywhere	yet
all right	fist	son	daughter

5

January	(Jan.)	May		September	(Sept.)
February	(Feb.)	June		October	(Oct.)
March	(Mar.)	July		November	(Nov.)
April	(Apr.)	August	(Aug.)	December	(Dec.)

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Words needed when writing about the parts of the body

6. Review from Grades II and III

head	body	tooth	finger
hair	bodies	teeth	nail
straight	mouth	lip	foot
curly	cheek	shoulder	feet
ear	chin	arm	toe
eye	neck	elbow	toes
leg	tongue	hand	bone
blood	nose	back	skin

7. New Words

wrist	breast	whiskers	forehead
thumb	heart	breath	knee
knuckle	stomach	breathe	knees
jaw			kneel

8

Words needed when writing about the condition of the body

ache	sore	freckles	itch
aches	brush	freckled	itches
aching	brushes	hiccup	mumps
bath	cure	hoarse	nurse
bathe	doctor (Dr.)	ill	tired
boil	fever	cough	ail

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Words needed when writing about a garden

9. Review from Grades II and III

fence	vine	sprout	wheelbarrow
flower	bush	root	spade
fruit	leaf	shoot	hoe
worm	leaves	stem	corn
squirm	violet	seed	dirt
crawl	sandy	ripe	rain

10. New Words

beet	turnip	celery	potato
cabbage	radish	squash	potatoes
carrot	radishes	spinach	tomato
cucumber	onion	grain	tomatoes
lettuce			

11. New Words

earth	rind	bunch	pansy
husk	tough	bunches	pansies
rake	tender	lilac	shovel

12

Let pupils discuss and use these pairs of words to sense the shade of difference in meanings.

idle	merry	quiet	jolly
lazy	silly	silent	foolish
touch	quarrel	rug	scrape
handle	fight	carpet	rub

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Words made by putting two words together

13. Review from Grades II and III

afternoon	daytime	snowball	can't
pocketbook	workshop	postoffice	don't
breakfast	fairground	shoestring	won't
[1]butterfly	grasshopper	to-morrow	I'm
cornflakes	nobody	to-night	I've
railroad	oatmeal	rainbow	we'll

14. New Words

forenoon	blueberry	moonlight	already
forehead	cranberry	sunlight	almost
baseball	[2]strawberry	sunshine	teacup
football	gooseberry	sunrise	birthday
goldfish	blackberry	sunset	outdoors

15. New Words

blacksmith	somebody	bareheaded	understand
shoemaker	everybody	barefooted	understood
shoeshop	everything	horseback	wherever
watchman	everywhere	screwdriver	[3]holiday

[1] So named probably because some yellow butterflies look like *butter*.

[2] So named probably because the *runners* look like *straws*.

[3] The word *holiday* is made up of two words *holy* and *day*. In olden times all *holidays* were church or *holy days*.

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REVIEW

A

Feb ru a ry	seems	heart	let tuce
Tues day	breast	bathe	tough
Wednes day	breath	ill	earth
tired	knee	hav ing	seems
hoarse	wrist	trou ble	al read y
ache	car rot	beet	loose
cough	read y	raise	meant

B

doc tor	fool ish	tru ly	ev er y thing
wheth er	tear	choose	hol i day
though	guess	choos ing	tea cup
breathe	ach ing	sore	on ion
kneel	boil	cab bage	cel er y

C

Have pupils spell the following words from dictation without previous study, separating them into syllables and marking accents.

your self′	hic′cup	ten′der	dur′ing
a gainst′	itch′es	i′dle	fore′head
daugh′ter	cu′cum bers	qui′et	po ta′toes
a fraid′	base′ment	beau′ti ful	a head′
knuck′le	cel′lar	coun′try	foun′tain

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VOWELS

The letters of the alphabet are divided into vowels and consonants. The vowels are *a*, *e*, *i*, *o*, *u*, and sometimes *w* and *y*. The other letters are called *consonants*.

Each vowel has several different sounds, as we have seen that *c*, *g*, and *s* have two sounds each. We shall consider only two of the vowel sounds, the *long* and the *short* sounds, as they are called.

In the words *may*, *game*, *baby*, the letter *a* has the long sound.

In the words *an*, *had*, *hatch*, the letter *a* has the short sound.

To show that *a*, or any other vowel, has the long sound it is marked thus: *ā*. To show that it has the short sound it is marked thus: *ă*.

Have different pupils give the sound of *ā*; of *ă*.

Have individual pupils pronounce the following words distinctly, then the sound of *a*, stating whether it is the long or the short sound. Dictate the words, having pupils mark the *a*'s.

cat	gave	apple	catch
ate	rabbit	thanks	rain
play	shall	can	that
have	pat	name	grapes
hand	ax	chance	black
pasture	ran	blame	quack
plants	chase	tail	lapped
skate	lamb	stand	flag

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Words needed when writing about trees

16. Review from Grades II and III

bear	orchard	branch	color
bore	apple	tall	gray
fruit	pear	straight	brown
hang	peach	crooked	round
hung	cherry	pretty	wood
pick	full	bark	oak

17. New Words

trunk	base	saw	chop
twig	beauty	sawed	chopped
cone	beautiful	sawing	chopping
stump	board	timber	forest
lumber			

18. New Words

pine	willow	shade	smooth
elm	chestnut	shady	rough
walnut	pitch	shadow	tough
bare	knot	scar	fade

19

Words in pairs with opposite meanings

ahead	alike	careful	loose	lend
behind	different	careless	tight	borrow

Have pupils write or suggest other pairs of words with opposite meanings.

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Words needed when writing about a building

20. REVIEW FROM GRADES II AND III

brick	front	key	room
build	back	lock	story
builder	hall	door	stories
built	steps	window	kitchen
own	house	pipe	cupboard

21. NEW WORDS

attic	pantry	porch	gas
basement	stairs	parlor	electric
cellar	roof	nursery	wire
closet	ceiling	spout	

22. NEW WORDS

shed	church	tower	paint
cabin	churches	steeple	painted
wooden	shelter	aisle	rent
knob	hinge		

23

Holidays in our country

Thanksgiving Day	Christmas
New Year's Day	Lincoln's Birthday
Washington's Birthday	Memorial Day
Independence Day (Fourth of July)	Labor Day

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Words needed when writing about the schoolroom

24. REVIEW FROM GRADES II AND III

basket	chalk	banner	card
bottle	clock	flag	ink
pail	curtain	scissors	penholder
bucket	desk	towel	well
chair	seat	book	picture
dusty	pencil	blotter	sponge

25. NEW WORDS

board	brush	aisle	ruler
bouquet	brushes	chart	sheet
vase	booklet	rubber	tissue paper

Words we need when writing about the pupils

26. REVIEW FROM GRADES II AND III

youngest	biggest	bright	neat
oldest	smallest	dull	cross
naughty	tallest	busy	happy
noisy	shortest	clean	kind

27. NEW WORDS

careful	obey	beginner	jolly
careless	obeyed	friendly	merry
fuss	disobey	cheerful	silly
fussing	idle	cheat	truant
fussy	lazy	cheating	honest
tidy	bashful		

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Additional words needed when writing about the school

28. Review from Grades II and III

standing	working	drawing	present
sitting	trying	counting	recess
marching	singing	learning	lesson
studying	reading	example	year
thinking	writing	answer	sharpen
dreaming	spelling	question	eraser

29. New Words

absent	review	quietly	grade
class	deserve	silent	term
classes	deserved	recite	vacation
copy	carefully	recitation	rule
copies	forbid	primary	rules
copied	listen	language	salute

30

Different kinds of workers

baker	soldier	teacher	butcher
bakery	tailor	taught	driver
grocer	sailor	painter	driving
grocery	sail	paint	drove
barber	sailed	painted	driven
shepherd	sailing	gardener	doctor (Dr.)
shoemaker	hunter	watchman	peddler

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Words we need when writing about traveling

31. REVIEW FROM GRADES II AND III

afraid	dust	learn	boat
scare	dusty	leave	ride
safe	drive	reach	riding
carry	drove	lean	rode
miss	catch	watch	good-by

32. NEW WORDS

aboard	ferry	coach	danger
road	station	coaches	dangerous
rail	bridge	engine	fare
railroad	buggy	train	bag
railway	wagon	sail	baggage
steam	electric	ship	ticket

33

Words we need when writing and sending letters

post	true	period	soil
postage	truly	comma	soiled
dear	stamp	dash	mail
dearest	envelope	sign	mailed
dearly	note	mister (Mr.)	mailing
clean	neat	writing	letter

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REVIEW

A

beau ty	knob	nois y	gro cer y
beau ti ful	hing es	naugh ty	butch er
chop	paint	bag gage	teach es
chop ping	sponge	cheer ful	taught
smooth	gar den er	tru ly	coach es
chest nuts	sheet	neat	rail road

B

cel lar	rub ber	qui et ly	dear
wood en	bright	re view	mail
board	knot	loose	tight
be gin ner	aisle	ceil ing	sol dier
stump	for est	bare	scar
rough	a head	tough	lis ten

C

Have pupils spell the following words from dictation without previous study, separating them into syllables and marking accents.

shad′ow	dif′fer ent	stee′ple	hon′est
shad′y	nurs′er y	tow′er	cheat′ing
care′less	e lec′tric	short′est	sailed
ped′dler	shep′herd	post′age	sail′or
re cite′	Wednes′day	en′ve lope	o beyed′
rec i ta′tion	be gin′ner	bou quet′	to ma′toes

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VOWELS

A

Review the lesson on vowels on page 66.

B

Dictate the following review words without previous study, having pupils mark the long and short *a*'s.

base	hatched	dash	rail
shade	painted	absent	station
shadow	cabin	grade	wagon
pantry	vase	baker	bag
attic	lazy	tailor	happy

C

In the words *bē, hē, ēar, e* has the long sound.

In the words *hĕn, pĕt, fĕll, e* has the short sound.

Have individual pupils pronounce the following words, and the sound of each *e* separately. Then dictate for spelling, having them mark each letter *e*.

forest	lend	shelter	rent
elm	peach	youngest	dearest
chestnut	closet	clean	merry
begin	steam	electric	very
well	bell	hear	planted

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34

Words we need when writing about animals

animal	colt	shoeing	whip
bantam	heifer	team	whips
cattle	bronco	trot	whipped
herd	bull	trotter	whipping

35

Words we need when writing about different materials

brass	leather	wool	nickel
gold	rubber	woolen	tin
iron	silk	woolly	down
marble	fur	wood	straw
silver	cotton	wooden	copper

36

Let pupils discuss the following groups of words to sense the differences in meaning, then dictate for spelling.

herd	path	meadow	howl
crowd	road	field	scream
			yell
animal	sad	talk	squeak
beast	sorry	chatter	screech
tear	awl	pretty	rent
break	screwdriver	beautiful	sell

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Words we need when writing about clothing

37

clothes	hose	skirt	belt
clothing	stockings	sleeve	gloves
dress	leggings	sleeves	collar
shoes	rubbers	hood	bonnet

38

apron	veil	cape	shirt
blouse	fan	cane	lace
suit	handkerchief	coat	braid
necktie	garter	buttons	shawl
cloak	ribbon	mitten	slippers

39

cloth	trim	fit	fade
tailor	trimmed	fitted	faded
sew	trimming	loose	stain
sewed	stitch	tight	spool
sewing	thread	needle	thimble

40

Words we need when writing about food and drink

beef	broth	tea	cider
bacon	gravy	coffee	juice
pork	sauce	chocolate	tumbler
chops	cheese	cocoa	boil
flour	sausage	pickles	fry

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41

Words we need when writing about camping

camp	cinders	fry	boil
camping	tent	fried	boiled
cabin	coals	blanket	boiler
bonfire	mosquito	mosquitoes	candle

42

Words we need when writing about hunting

hunt	gun	shoot	beaver
hunted	powder	shot	alive
hunting	bullet	track	dead
lion	deer	bear	stirrup

43

Words we need when writing about the ocean

ocean	island	wharf	breeze
bay	iceberg	wharves	foam
beach	harbor	ships	mast
gulf	sea	coast	boat

44

Words we need when writing about the weather

pleasant	chill	shower	sunshine
fair	chilly	thunder	dew
clear	raining	thundered	damp
sunny	cloudy	lightning	thawing

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Words needed when writing about games and play

45

base	pitch	leader	catch
baseball	pitched	follow	caught
bat	pitches	football	marbles
batter	goal	kick	boost

46

swim	slippery	swing	beat
swimming	trick	dance	coasting
win	truth	dancing	wrestle
won	honest	sweat	wrestled

47

Words needed when writing about being hurt

bandage	bleed	ache	quite
break	bled	scratch	well
scrape	bloody	scratched	swell
scraped	rub	knock	swollen

48

Have pupils discuss meanings and then dictate for spelling.

odd	earth	home	nap
queer	world	hotel	sleep
borrow	creek	tough	know
lend	river	strong	guess

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49

Words needed when writing about the home

furniture	blanket	carpet	parents
lounge	sheet	piano	ironing
couch	pillow	family	daughter
bedstead	napkin	families	helpful
busy	wash	clean	happy

50

Words needed when writing about farms and farming

acre	harness	scythe	thistle
axle	harnessed	hayloft	fern
wheel	bridle	mow	hedge
plow	saddle	mowed	lantern
pasture	meadow	field	gardener

51

Have pupils supply the singular forms of words as indicated by the dots.

Two	wharves	brushes	sleeves	classes	cheeses
One	.....	.....	.....	.....	.....
Two	breezes	churches	branches	bunches	berries
One	.....	.....	.....	.....	.....
Two	coaches	copies	glasses	gloves	watchmen
One	.....	.....	.....	.....	.....

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80-WORD REVIEW

Dictate each exercise without previous study, as a test. Have pupils make a list of all misspelled words for special study. See "Suggestions to Teachers," page ix.

A

cat tle	wool ly	fit	flow er
herd	cloth	fit ted	mos qui toes
heif er	clothes	loose	fry ing
team	sleeves	tight	dead
whip	col lar	stain	o cean
whip ping	veil	spool	beach
brass	coat	flour	sea
leath er	thread	co coa	coast
cot ton	juice	boil	breez es
wool	juic y	fried	chill y

B

rain ing	fair	pleas ant	wres tled
light ning	dew	wres tle	world
sun ny	kneel	wres tling	queer
break	blood	clean	quite
broke	bleed	knock	best
swell	lounge	i ron ing	couch
swoll en	blan ket	har ness	gain
slip per y	pi an o	buy	lose
bed stead	weigh	bought	lost
bar rel	weight	meas ure	dou ble

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VOWELS

A

Review the lessons on vowels on pages 66 and 73.

B

In the words *īce, kīte, fīve, i* has the long sound.
In the words *ĭt, ĭn, kĭtten, i* has the short sound.
Have individual pupils pronounce the following words and the sound of *i* separately. Then dictate for spelling, having them mark each letter *i*.

animal	cinder	alive	swing
iron	sliding	light	furniture
nickel	family	pillow	kick
stitch	bridle	bonfire	thistle
pitch	whistle	trick	highest

C

In the words *sō, gō, rōse, o* has the long sound.
In the words *nŏt, dŏll, trŏt, o* has the short sound.
Follow the directions under *B* above.

ago	toad	copper	hose
wrote	over	hoe	cocoa
told	follow	road	shot
four	ocean	chops	goal
crow	gold	odd	flock

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Words we need when we write about storekeeping

52

buy	gallon	measure	square
buying	quart	measures	honest
bought	yard	measured	sirup
bushel	trade	measuring	fudge
peck	sale	sign	order

53

dollar	half	lose	barrel
cent	halves	losing	boxes
penny	gain	lost	hire
pennies	gained	handle	hired
quarter	gaining	handled	pound

54

market	weigh	weight	mix
creamery	weighs	price	mixes
bakery	weighed	prices	mixed
grocery	weighing	priced	mixing
addition	subtraction	double	divide
heavy	light	sell	meat

55

What word is opposite in meaning (antonym) to each of the following? After a class study, dictate, having pupils write the words and their antonyms.

dull	forget	borrow	idle
straight	sorry	behind	alive

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56

Some words grouped according to thought relation

prison	soldiers	bay	fishing
prisoner	sword	beach	bait
jail	dare	coast	baited
thief	fight	stream	line
thieves	obey	desert	hook
steal	disobeyed	prairie	perch
stole	saddle	island	eel
stolen	stirrup	mountain	slippery

57

Some words related to time, including some review words

morning	sunrise	weeks	strike
evening	sunset	months	striking
noon	hours	years	struck
afternoon	minutes	clock	ticks
forenoon	seconds	o'clock	ticking
lunch	luncheon	supper	watch

58

Have pupils pronounce the following words and suggest words that are opposite in meaning (antonyms). Then have them spell from dictation, writing both the word and its antonym.

absent	almost	different	yours
quiet	early	thaw	careful

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Words we need when writing about the circus

59

circus	beating	rattle	shiny
parade	drums	rattled	odd
band	horns	paint	queer
brass	blowing	painted	crowds

60

elephant	ostrich	camel	zebra
free	broncho	hump	lion
chain	buffalo	fuzzy	tiger
chained	buffaloes	spots	monkeys
size	giraffe	spotted	funniest

61

giant	teams	haul	tent
king	hitch	hauled	ring
queen	hitched	hauling	hello
clown	tricks	whip	hurrah
tent	train	whipped	holiday

62

Have pupils discuss the differences in meaning before writing.

coarse	kneel	coop	hungry
fine	stoop	kennel	starving
would	smart	sail	timber
could	quick	row	tree

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Some fourth-grade words not previously studied

63

figure	clap	thank	rag
figures	clapped	thanked	ragged
sum	clapping	thanking	praise
number	invite	lift	praised
numbered	invited	nickname	ought
speak	please	together	until

64

Have pupils copy the two-syllable words in exercise 63, dividing them into syllables.

Which is the three-syllable word?

Find three words with the accent on the first syllable; two with the accent on the last syllable.

65. Review

Have pupils spell the following forms from dictation, and the corresponding present-tense forms from memory.

writing	aching	dropping	copying
coming	dancing	running	destroying
having	dividing	stopping	obeying
making	excusing	beginning	freezing
shining	forgiving	chopping	skating
loving	inviting	clapping	sliding
pleasing	measuring	fanning	slipping
choosing	wrestling	trimming	studying

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66. Review

Have pupils spell these plural forms from dictation and the corresponding singular forms from memory without previous study.

glasses	blouses	spools	breezes
dresses	veils	stitches	tomatoes
skirts	handkerchiefs	needles	gases
sleeves	buffaloes	thimbles	halves
collars	thieves	wharves	lunches

67. Review

Have pupils spell these *d* and *ed* forms from dictation and the corresponding simpler (present-tense) forms from memory.

measured	mixed	stooped	whipped
gained	disobeyed	starved	chopped
hired	chained	clapped	copied
weighed	spotted	praised	studied
priced	hauled	invited	tired

68. Review

Have pupils spell these (past-tense) forms from dictation and the corresponding present-tense forms.

rang	bought	shot	carried
stolen	swollen	fried	drove
caught	won	tried	left
lost	swam	taught	rode
built	bore	wrote	read

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The following six exercises are tests of the spelling of words of approximately equal difficulty. They contain no word not studied in the fourth grade or previous grades. They are also all common words. The best spellers should spell them all correctly.

Before the end of this year test pupils on the words in exercises 1, 2, 3, and 4 at the beginning of fourth-grade work.

Read all the words in a test slowly and distinctly, putting any words of doubtful meaning into a short sentence *before* pupils begin to write.

Test 1

add	cone	long	close
low	easy	neck	dodge
sun	fell	rest	grape
blow	gold	then	paint
cart	head	black	steal
bottom	kiss	brush	wheat
rabbit			

Test 2

air	grow	well	rough
cat	home	buggy	stick
man	knee	clown	charge
row	look	brass	driver
blue	part	house	tree
corn	take	money	paper
game			

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TEST 3

dry	ever	turn	smell
ice	fire	blind	white
mix	hunt	catch	barrel
run	lace	count	buckle
top	more	dress	cotton
back	said	muddy	engine
crib			

TEST 4

bee	fall	tear	ocean
key	hand	wire	pitch
new	iron	apple	stone
saw	make	blood	thick
base	move	chain	under
book	shop	jelly	eraser
down			

TEST 5

bow	cold	chase	middle
fly	draw	cross	spring
old	fast	three	mountain
see	hard	beaver	trouble
ache	line	yellow	whether
head	wood	crooked	meant
call			

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Test 6

box	goat	crown	stall
lay	hawk	flock	sugar
pod	keep	hedge	throw
bird	some	knock	watch
camp	that	ought	young
comb	work	river	killed
foot			

Have pupils copy (or dictate to them) the words in tests 7 and 8, leaving a space between syllables and marking the accents.

Test 7

sirup	shiny	hurrah	together
Tuesday	minute	shoulder	February
Wednesday	lose	quiet	nursery
enough	stomach	truly	scissors
birthday	celery	already	cupboard
number	invite	funny	seconds

Test 8

bouquet	classes	afraid	studying
shortest	carefully	baggage	sailed
obeyed	vacation	envelope	meadow
kitchen	blotter	holiday	measured
review	cellar	dangerous	hundred
different	careful	almost	island

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VOWELS

A

In the words *mūle, ūse, cūre, u* has the long sound.

In the words *gŭn, ŭp, rŭn, u* has the short sound.

Have individual pupils pronounce the following words and the sound of *u* separately. Then dictate for spelling, having them mark each letter *u*.

lumber	during	thunder	cute
dull	dust	studying	much
bucket	until	thumb	youngest
walnut	Tuesday	husk	stump
just	stung	butter	cucumber

B

1. Have a class exercise in distinct pronunciation.

2. Have pupils copy these words, leaving a space between syllables and marking the accents. Then dictate for spelling.

among	because	early	losing
written	quietly	pleasant	honest

3. After pronunciation drill, have pupils select a word in which there is a long vowel; one in which there is a short vowel; a silent letter; a hard-sounding *c*; a *z*-sounding *s*.

built	just	pieces	stopped
caught	learned	ready	straight
fourth	minute	rough	tired
hour	often	spoonful	touched

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